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ABSTRACT

Four mathematical/social studies module clusters are presented in an effort to develop proficiency in instruction and in inductive and deductive teaching procedures. Modules within the first cluster concern systems of numeration, set operations, numbers, measurement, geometry, mathematics, and reasoning. The second mathematical cluster presents five modules, including modes of inquiry, developmental stages, media, individualized instruction, and innovative programs. The third module, social studies, emphasizes interdisciplinary studies, regional and geographical studies, sociocultural studies, and curricular approaches. The final module presents evaluation techniques for the teaching of social studies and mathematics encompassing formal and informal evaluation techniques and instructional evaluation. (MJM)

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ITEM NO. 201
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Competency Based Teacher Education

Component

Curriculum Methods and Materials

Elementary Mathematics and

Social Studies

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CMM:001:00 (SCB)

Undergraduate Urban Teacher Education

Program

State University College at Buffalo

First Cycle

Mathematical Foundations

developed by:

Dr. William Woodworth

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CMM:001:00 (SCB)

Cluster Objectives

This cluster is designed to enable the students to have sufficient command of content and learned concepts for proficiency in instruction of elementary school mathematics, to be able to identify characteristics of various systems of notation, to be proficient in the use of set and set theory, to identify the concept of set and its importance to elementary school mathematics, to be able to define and demonstrate the ability to explain the processes of addition and multiplication and their inverse operations and to have the ability to provide experiences involving the mathematical reasoning resources of elementary school pupils.

Model of Instruction

I.	Module Objectives	
II.	Prerequisites	Student knowledge needed prior to module
III.	Pre-Assessment	Designed to determine whether student should complete all or selected portions of module.
IV.	Instructional Activities	Situations and experiences designed to enable student to master objectives. Some instructional activities are optional and each module includes a student option.
V.	Evaluation	To determine if the student is competent in the area or if additional work is advised.

Number of Modules - 7

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CMM:001:01 (SCB)

Systems of Numeration

I.	Objective	Given a list of several systems of numeration the student will be able to determine the origin of such systems with 90% accuracy
II.	Prerequisite	None
III.	Pre-Assessment	See attached pre-assessment Page 9 CMM:001:01 (SCB)
IV.	Instructional Activities	(a) Attend Seminar (b) Text: May, Lola J., Teaching Mathematics in the Elementary School, Chapter 2 (c) Student option
V.	Evaluation	See attached evaluation Page 9 CMM:001:01 (SCB)

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CMM:001:02 (SCB)

SETS

I.	Objective	Given various examples of set notation the student will be able to interpret the meaning of each with 90% accuracy
II.	Prerequisite	None
III.	Pre-Assessment	See attached pre-test CMM:001:02 (SCB) Page 10
IV.	Instructional Activities	(a) Independent Study Review handout CMM:001:02 (SCB) (b) Text: Chapter 1 (c) Student Option
V.	Evaluation	See attached post-test CMM:001:02 (SCB) Page 10

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CMM:001:03 (SCB)

Operations

I.	Objective	Given an elementary grade level preference the student will be able to: (1) define and demonstrate the ability to explain the processes of addition and multiplication and their inverse operations, (2) demonstrate the ability to utilize various means of developing the meaning of such operations
II.	Prerequisites	CMM:001:01,02 (SCB)
III.	Pre-Assessment	See attached assessment sheet Page 11 CMM:001:03 (SCB)
IV.	Instructional Activities	(a) Attend seminar (b) Text: Chapters 3, 4, 5, 6 (c) Review handout CMM:001:03 (SCB) Modern Mathematics: The Flow of Ideas (d) Student option
V.	Evaluation	Outline a lesson plan for desired grade level introducing either subtraction or division as the inverse operation of addition or multiplication. Lesson plan will include provisions for the utilization of such devices as (e.g.) number lines, arrays, cartesian products, etc. See attached assessment sheet Page 11 CMM:001:03 (SCB)

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CMM:001:04 (SCB)

Numbers

I.	Objective	Given a set of exercises the student will be able to demonstrate competency in the use of whole numbers, cardinal, ordinal, positive and negative numbers, fractions and exponential notation. Level of success - 90%
II.	Prerequisites	CMM:001:00, 01, 02, 03 (SCB)
III.	Pre-Assessment	See attached pre-test Page 12 CMM:001:00, 04 (SCB)
IV.	Instructional Activities	(a) Independent Study Text, Chapters 2, 6, 7, 8, 9 (b) Review handout - A Sensible Approach to Functions (c) Student option
V.	Evaluation	See attached post-test Page 12 CMM:001:00, 04 (SCB)

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CMM:001:05 (SCB)

Measurement, Geometry

I.	Objective	Given a specified grade level the student will successfully be able to design (and carry out) a lesson involving informal geometry and/or measurement concerned with discrete or continuous variables.
II.	Prerequisites	CMM:001:C0, 02, 03, 04 (SCB)
III.	Pre-Assessment	Text (May) - Answer exercises 1 - 7, page 265; exercises 1 - 4, page 288
IV.	Instructional Activities	Independent Study (a) Text: Chapters 10, 12 (b) Review pupil's classroom text chapters concentrating on geometry and measurement. Comment on strengths and weaknesses. (c) Student option
V.	Evaluation	Design (and carry out) lesson initiating pupil discovery of various geometric and/or measurement relationships. Text: Exercises 1 - 7, page 265 1 - 4, page 288

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CMM:001:06 (SCB)

Mathematics Reasoning

I.	Objective	Having selected a grade level preference the student will be able to provide activities, situations and experiences for both written and oral problem solving.
II.	Prerequisites	CMM:001:01, 02, 03, 04, 05 (SCB)
III.	Pre-Assessment	Reflect upon self-measure of competency
IV.	Instructional Activities	Independent Study (a) Text: Chapter 11 (b) Review handouts - CMM:001:06 (SCB) Adding Without Pencil and Paper, Bibliography - Verbal Problem Solving, Problem Solving in a Modern Mathematics Program for the Elementary School. Word List (c) Student Option
V.	Evaluation	Develop for classroom use a series of story problems applicable to elementary pupils designed to develop the skills and concepts necessary for problem solving. Story problems should apply computational skills and the skill of transposing problem situations into mathematical equations.

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CM4:COL:07 (SCB)

Enrichment Module

I.	Objective	S	D				
		T	E				E
II.	Prerequisite	U	S		O		N
III.	Pre-Assessment	D	I		P		D
		E	G		E		E
IV.	Instructional Activities	N	N		N		D
		T	E				
V.	Evaluation		D				

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Reference System Designation: CMM-002.00 (SCB).

Program: Undergraduate Urban Teacher Education Program,
S.U.C.B. - Lackawanna, E.P.D.A. Project.

Component: Teaching of Mathematics.

Module Cluster: Strategies/Approaches
Teaching Elementary Mathematics.

Developer: Dr. William D. Woodworth.

Date of Development: Spring 1970.

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CMM-002.00 (SCB)

General Objectives of Module Cluster

The design of this cluster is intended to enable students to become proficient and knowledgeable in the development and utilization of inductive and deductive teaching procedures and innovative programs, to be able to provide activities, methods and approaches necessary for mathematical concept development, to be able to develop strategies necessary for providing meaningful mathematical experiences for children from multiple socio-economic groups to be able to provide for readiness activities that initiate beginning mathematical activities, to be able to demonstrate the ability to adapt given lessons for presentation to children of various age and grade levels, to be able to identify current mathematics textbooks, journals and children's mathematics literature and to be able to construct purposeful mathematics teaching aids and devices.

Prerequisites to the Module Cluster

This module cluster has no prerequisite requirements for students other than those typically considered for program entrants.

Modules Within the Module Cluster

Five modules are contained within this module cluster. Each module is related to the general module cluster objectives. The modules are listed as follows:

CMM-002.01 (SCB): Modes of Inquiry.
CMM-002.02 (SCB): Developmental Stages.
CMM-002.03 (SCB): Media.
CMM-002.04 (SCB): Individualized Instruction.
CMM-002.05 (SCB): Innovative Programs.
CMM-002.06 (SCB): Enrichment Module.

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CMM-002.01 (SCB) Modes of Inquiry

Objective

Given appropriate opportunity the student will become proficient and knowledgeable in the development and utilization of deductive and inductive teaching approaches. Ninety (90%) percent accuracy.

Prerequisite

None.

Pre-Assessment

Pre-assessment procedures for this module include the familiarization of student with the inquiry processes indicated on the page following this module.

Instructional Activities

The following learning activities would be available to the student to contribute to his achievement of the objective:

1. Independent Study - Review handout - CMM-002.01 (SCB)
   Steps in the Process of Concept Development
2. Inductive and Deductive Teaching of Mathematics
   University of Illinois Arithmetic Project
   Number Lines for the Orbiting Atomic Teacher
3. Attend Seminar concerned with modes of inquiry - inductive and deductive learning.
4. Attend open disscussion session following seminar.
5. Student Option - Design own instructional experiences.

Post-Assessment

Successfully design lessons for classroom presentation organized inductively and deductively (one each).

Remediation

Faculty advisor and student will determine any additional instructional activities if needed.

Weighted Value

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CMM-002.01 (SCB) Pre-Assessment

1. Have the ability to define and explain the following processes of inquiry in relation to the teaching-learning situation.

A. Gathering Data

B. Identifying Characteristics

C. Matching Comparing

D. Classification

E. Question Formation

F. Conclusion Formation

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CMM-002.02 (SCB) Developmental Stages

Objective

Given exposure to varying philosophies and teaching approaches the student will be knowledgeable in the underlying concepts of various learning theories. Accuracy level - 90%.

Prerequisite

CMM-001.01 (SCB)

Pre-Assessment

Pre-assessment procedures consist of a pencil and paper test in relation to the objective. The pre-assessment sheet follows this module.

Instructional Activities

1. Independent Study, Review Handout CMM-002.02
   Developmental Stages,
   Discovery,
   Guided Learning.
2. Attend seminar discussing Piaget's, Bruner's and Gragne's theories of instruction.
3. Participate in discovery experience, experimentation.
4. Student option - Design own instructional experiences.

Post-Assessment

Post-assessment based on and similar to pre-assessment.

Remediation

Should need arise additional instructional activities would be designed by student and faculty advisor to aid student in achieving criterion level.

Weighted Value
5

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CMM-002.02 (SCB) Pre-Assessment

1. List and discuss three basic underlying themes for each of the following persons' learning theories:

(A) Piaget - Developmental Stages

(B) Bruner - Exploration, Discovery

(C) Gragne - Guided Learning

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CMM-002.03 (SCB) Media

Objective

Given access to resource and library facilities the student will be familiar with current mathematics textbooks, professional journals, children's mathematics literature and various supplemental media devices and technigues.

Prerequisite

None.

Pre-Assessment

Pre-Assessment procedures consist of answering the questions found at the conclusion of this module.

Instructional Activities

1. Independent Study - Review handouts - CMM-002.03 (SCB)
   What you Should Be Able To Do With:
   (A) a 16 mm movie projector
   (B) a slide and filmstrip projector
   (C) a tape recorder

   Calendar Arithmetic
   Reference Bibliography
   Using Educational Films
   Uses of the Tape Recorder
   In the Elementary School
   ABC's OPAQUE PROJECTOR
   Use of Educational Films

2. Attend seminar - discussion dealing with various educational media and materials.

3. Student Option - Design own instructional experiences.

Post-Assessment

For post-assessment procedures see pre-assessment sheet.

Remediation

No remediation has been predetermined; depending upon student needs.

Weighted Value
5

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CMM-002.03 (SCB) Pre-Assessment

1. Are you able to adequately operate:

(A) a 16 mm movie projector

(B) a slide projector

(C) a filmstrip projector

(D) a tape recorder

(E) an over head projector

(F) an opague projector

2. List:

(A) Three professional journals in which you might locate articles on mathematics methods.

(B) Three children's books (excluding textbooks) that have some type of mathematics theme.

(C) Three different published series of basal mathematics textbooks. In what ways are they different, similar?

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CMI-002.04 (SCB) Individualized Instruction

Objective

Given a specified age, grade or competency level the student will have the ability to devise a unique and purposeful mathematics teaching aid or device designed to provide a meaningful learning experience for an individual or small group situation.

Prerequisite

CMI-002.03.

Pre-Assessment

Pre-assessment would be a student determined self appraisal of the specific classroom situation.

Instructional Activities

1. Review evaluation sheet found following this module. CMI-002.04.

2. Attend seminar involving various forms of individualized instruction, programmed learning materials and teaching machines.

3. Presentation by student of individual teaching aids to seminar group.

4. Student Option - Design own instructional activities.

Post-Assessment

Construction, classroom use and seminar presentation of a purposeful mathematical teaching aid or devise designed for use in individual or small group learning situations.

Remediation

Remediation procedures to be designed if necessary.

Weighted Value
15

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CHI-002.05 (SCB) Enrichment Module

S	D	O	E
T	E	P	N
U	S	E	D
D	I	N	E
E	G		D
N	N		
T	E		
	D		

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Reference System Designation: CM - 004.00 (SCB)

Program: Undergraduate Urban Teacher Education Program
S.U.C.B. - Lackawanna, E.P.D.A. Project

Component: Teaching of Social Studies

Module Cluster: Social Studies Content

Developer: Dr. William D. Woodworth

Date of Development: Spring, 1971

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CMI - 004.00 (SCB) Social Studies Content

General Objectives of Module Cluster

The general objectives of this module cluster are intended to enable the student to be knowledgeable in the various phases of the elementary school social studies program, to become proficient in aiding the development of attitudes of objectivity, open-mindedness and respect for differing viewpoints and opinions, to be able to adapt appropriate approaches, techniques, experiences and activities, representative of various innovative social studies programs, to a given classroom situation, to become proficient in developing skills which facilitate critical and creative thinking as well as self-direction and self understanding and to become proficient in utilizing problem-solving situations and techniques which emphasize concept development.

Prerequisites to the Module Cluster

No prerequisites are cited for this module cluster other than those requirements typically considered for program entrance.

Modules Within the Module Cluster

Five modules are contained within this module cluster. Each of the following modules are associated with the various stated objectives:

CMI - 004.01 (SCB): Multi-Disciplinary Studies
CMI - 004.02 (SCB): Regional and Geographical Studies
CMI - 004.03 (SCB): Sociocultural Studies
CMI - 004.04 (SCB): Curricular Approaches
CMI - 004.05 (SCB): Enrichment Module

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CIII - 004.01 (SCB) - Multi-Disciplinary Studies

Objective

Given a major social studies unit area, the student will successfully design (and interpret) an instructional model citing the various aspects to be included and necessary to the chosen unit of study.

Prequisite

None

Pre-Assessment

Pre-assessment procedures consists of an in-depth review of the instructional models illustrated in the text (Kenworthy), pages 368-369.

Instructional Activites

The following learning activities, intended to contribute to successful achievement of the objective, are available to the student:

1. Read Text: Kenworthy, Leonard - Social Studies for the Seventies, 1968. Pages 1 - 36, 153-189 and 301-515.

2. Independent Study - Review handouts - CIII - 004.01
   A Guide for Developing a Unit
   Substantive Contribution of Anthropology to Education
   Suggested Sociological Ideas with Which Education Students Should be Familiar

3. Attend Seminar concerned with the unit approach to the teaching of social studies.

4. Student Option - Design own instructional experiences.

Post-Assessment

Post-Assessment will involve a discussion of practical and theoretical implications of the instructional model by student and faculty advisor.

Remediation

Student will redesign or structure any aspects of the instructional model deemed advisable.

Weighted value = 5

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CMM - 004.02 (SCB) - Regional and Geographical Studies

Objective

Given a specified social studies content area and grade level, the student will successfully complete some form of self-constructed map usable as an instructional aid in a teaching-learning situation.

Prerequisite

None

Pre-Assessment

Pre-assessment procedures for this module involve a pencil and paper test found following this module.

Instructional Activities

Listed below are various learning activities available to the student:

1. Read Text (Kenworthy) Pages 124-146.

2. Independent Study - Review handouts - CMM - 004.02
   Geographic Concepts and the Social Studies
   Recipes for Modeling Maps
   Sequence Chart of Map and Globe Skills and Understandings

3. Attend seminar-discussion involving elementary school map usage and skills.

4. Student Option - Design own instructional experiences.

Post-Assessment

Post-assessment procedures would include any additions or deletions in the pre-assessment sheet.

Remediation

Not predetermined.

Weighted value = 10

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CMM - 004.02 (SCD) Pre-Assessment

1. Brainstorm various ways in which an elementary school teacher could use maps, globes and map skills as means of stimulating interest in social studies activities both in and out of school.

2. Brainstorm ideas for pupil involvement in the making and utilization of maps.

3. Preview a social studies filmstrip involving map skills. Cite positive and negative features and suggested adaptations for classroom use.

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CMM - 004.03 (SCE) Sociocultural Studies

Objective

Given a specified grade level the student will successfully write a sociodrama or open-ended reaction story to be acted out in a role-playing classroom situation.

Prerequisite

None

Pre-assessment

A pencil and paper preassessment sheet follows this module.

Instructional Activities

The following activities are available to the student and are intended to aid him in the successful achievement of the objective:

1. Read Text (Kenworthy) - pages 140-151, 241-292.

2. Independent Study - Review handouts - CMM - 004.03
   Role Playing
   Teacher Responsibilities for the Development of Critical Thinking
   Social Studies and Creativity
   Partial Reference Bibliography - Disadvantaged Learner

3. Attend small group discussion session concerning brainstorming techniques for role-playing and sociodrama classroom situations.

4. Student Option - Design own instructional experiences.

Post-Assessment

Student, classroom teacher and/or faculty advisor assessment of original sociodrama or role-playing classroom activity.

Remediation

Remediation will be determined, if necessary, based upon post-assessment.

Weighted Value = 10

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CMM - 004.03 (SCB) Pre-Assessment

1. Discuss advantages of sociodrama, role-playing and reaction story situations within the framework of the elementary social studies curriculum.

2. List suggested characterizations, situations and activities which lend themselves to classroom role-playing experiences.

3. List various procedures for involving elementary school children in reactive type role situations.

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CMM - 004.04 (SCB) Curricular Approaches

Objective

Given a specific grade level and social studies content area the student will successfully initiate and activate the involvement of pupils in an innovative approach to classroom social studies instruction.

Prerequisite

None

Pre-Assessment

Student pre-assessment will involve the completion of the pencil and paper test following this module.

Instructional Activities

The various instructional activities available to the student are listed below:

1. Read Text (Kenworthy) Pages 37-119, 203-213

2. Independent Study - Review Handouts - CMM - 004.04
   Evanston, Illinois (Primary) Social Studies Program
   A Curriculum Guide for the Social Studies
   Suggested K-12 (IWS) Social Studies Sequence

3. Attend seminar concerned with newer social studies curricular approaches.

4. Student option - Design own instructional experiences.

Post-Assessment

Review and revise pre-assessment form.

Remediation

Student and Faculty advisor conference to determine additional steps necessary for successful completion of module.

Weighted Value = 5 -10

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CMM - 004.04 (SCB) Pre-Assessment

1. Discuss ways in which the social studies curriculum is presently undergoing change and specify causal factors initiating such change.

2. Discuss positive and/or negative features of two current innovative social studies courses of study.

3. Discuss problem-solving as an approach to social studies instruction at the elementary level.

4. List three innovative activities or methods you would like to try with an elementary class.

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CMM - 004.05 - (SCB) Enrichment Module

STUDENT DESIGNED OPEN ENDED

Weighted Value = 15

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Reference System Designation: CMM - 005.00 (SCB)

Program: Undergraduate Urban Teacher Education Program
S.U.C.B. - Lackawanna, E.P.D.A. Project

Components: Teaching of Social Studies and Mathematics

Module Cluster: Evaluation Techniques

Developer: Dr. William D. Woodworth

Date of Development: Spring, 1971

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CMM - 005.00 (SCB) - Evaluation Techniques

General Objectives of Module Cluster

The general objectives of this module cluster are intended to enable the student to be proficient in the administration and evaluation of a variety of evaluative techniques at various elementary school levels, to be able to identify deficiencies and proficiencies of a given student in various content (social studies and mathematics) areas, to be able to identify skills and knowledge necessary for procession from one attainment level to a more advanced one, to be able to identify and diagnose individual student's subject area difficulties, to be able to construct evaluative devices for classroom or individual use both formally and informally, to be able to evaluate instructional experiences and student achievements and to be able to interpret formal and informal evaluative measures and gradation systems.

Modules Within the Module Cluster

Four modules are contained within this module cluster; the modules are listed as follows:

CMM-005.01 (SCB): Formal Evaluation Techniques
CMM-005.02 (SCB): Informal Evaluation Techniques
CMM-005.03 (SCB): Instructional Evaluation
CMM-005.04 (SCB): Enrichment Module

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CMM - 005.01 (SCP) Formal Evaluation Techniques

Objective

Given a specific social studies content area and grade level the student will successfully formulate (and administer) a written test blueprint and teacher-constructed test for elementary school use.

Prerequisite

None

Pre-Assessment

See pre-assessment sheet following this module.

Instructional Activities

1. Text (Kenworthy): Chapter - How Can Social Studies Learnings be Evaluated?

2. Independent Study - Review Handouts CMM-005.01
   Sample Test Blueprint
   Sample Unit Test

3. Attend seminar concerned with standardized tests and statistical analysis.

4. Review diagnostic tests included in module. Administer and score if possible.
   Fundamentals of Arithmetic - Form 1
   Diagonstic Tests and Self Helps in Arithmetic
   Standardized Achievement Tests - Testing Arithmetic Performance
   Classification of Intelligence Quotients
   The Wechsler Intelligence Scale for Children (WISC)

5. Student option - Design own instructional experiences.

Post-Assessment

Post-assessment procedures consist of self-evaluation (in terms of pupils' skills and knowledge) of test blueprint and related self-constructed test.

Remediation

Student constructed revisions in blueprint and/or test designed to more adequately fit the needs and abilities of the learners.

Weighted Value = 10

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CMM - 005.02 (SCB) - Informal Evaluation Techniques

Objective

Given a specified social studies content area and elementary grade level, the student will adequately organize and prepare for classroom use a means of informal assessment of pupil achievement.

Prerequisite

CMM - 005.01 (SCB)

Pre-Assessment

Pre-assessment consists of a pencil and paper test following this module.

Instructional Activities

1. Independent Study - Review handouts CMM - 005.02
   How to Test for Hidden Strengths
   Identify Children's Needs
   Anecdotal Records

2. Text (Kenworthy): Chapters - What Kinds of Teachers are Needed for the Social Studies?

3. Attend seminar concerned with observation and reporting the needs of elementary school children.

4. Student Option - Design own instructional experiences.

Post-Assessment

Post-assessment would involve student appraisal in terms of degree of adequacy of self-designed informal evaluation procedure utilized.

Remediation

Student desinged revisions if and where necessary.

Weighted Value = 5

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CMM - 005.03 (SCB) - Instructional Evaluation

Objective

Given adequate access to an elementary school classroom situation the student will be able to successfully develop evaluative criteria to be used in determining the effectiveness of the social studies instructional program, including such aspects as program experiences, materials, methodology and pupil progress.

Prerequisite

CMM - 005.01 (SCB)
CMM - 005.02 (SCB)

Pre-Assessment

Pre-assessment will consist of student pre-planning in conjunction with the organizational processes necessary to successfully complete the above stated objective.

Instructional Activities

1. Text (Kenworthy): Chapter - What are Some of the Strategies, Methods, and Activities for the Teaching of Social Studies?

   What General Resources are Available for Social Studies Teaching?

2. Review Handouts - CMM - 005.03 (SCB)
   Instructional Evaluation
   Selected References

3. Student Option - Design own instructional experiences.

Post-Assessment

Post-assessment consists of self-determination of the degree of adequacy to which the objective was met.

Remediation

Conference with faculty advisor to determine weaknesses of instructional evaluation.

Weighted Value = 5

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CMM - 005.04 (SCB) - Enrichment Module

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Selected References

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